DOCUMENT RESUME

ED 112 145 95 CE 004 937

TITLE Career Development Education Planning Model: K-12: Including the Fourth R.
INSTITUTION Anchorage Borough School District, Alaska.
SPONS AGENCY Alaska State Dept. of Education, Juneau. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.
NOTE 59p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Community Involvement; Decision Making; *Educational Planning; *Elementary Secondary Education; Interpersonal Relationship; Job Skills; Leisure Time; *Models; Self Concept; State Curriculum Guides; *Vocational Development; Work Attitudes
IDENTIFIERS Alaska

ABSTRACT

The Alaskan career development education program is a joint school/community systematic approach that provides career awareness in grades K-6, career exploration in grades 7-9, and career preparation in grades 10-12. Some significant reasons for a career development program in Alaskan schools include the very high State unemployment rate, the emergence of native regional and village corporations which require staffing, and the special needs of ethnic minorities. The main areas of the planning model are (1) work, (2) leisure, (3) planning and decision making, (4) home and community involvement, (5) basic studies and occupational preparation, and (6) self-knowledge and interpersonal relationships. A set of concepts, clarifying and defining each area, is further translated into developmental goals, objectives, and activities for Level One (grades K-3), Level Two (grades 4-6), Level Three (grades 7-9), and Level Four (grades 10-12). (EA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

SEP 15 1975

ED112145

CAREER DEVELOPMENT EDUCATION PLANNING MODEL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE004937

Including the fourth R

CAREER EDUCATION - INCLUDING THE FOURTH R

RELEVANCY IN EDUCATION

AWARENESS + EXPLORATION + PREPARATION = INDIVIDUALS WHO ARE PREPARED TO MAKE THE TRANSITION FROM YOUTH TO ADULTHOOD AND WHO DESIRE TO ENGAGE IN WORK THAT IS SATISFYING AND MEANINGFUL TO THEM AND BENEFICIAL TO SOCIETY.

CAREER EDUCATION - DEFINED

CAREER EDUCATION IS A JOINT EFFORT BY THE SCHOOLS AND THE COMMUNITY TO HELP EACH STUDENT UNDERSTAND THE WORLD OF WORK, OBTAIN INFORMATION ABOUT THE SPECIFIC EDUCATIONAL AND JOB REQUIREMENTS OF VARIOUS CAREERS, AND TO ASSIST IN THE ACQUISITION OF THE NECESSARY KNOWLEDGE AND SKILLS THAT ULTIMATELY LEAD TO THE CHOICE OF A CAREER.

ACKNOWLEDGEMENT

This project was funded by Federal Grant V361050L, awarded to the State of Alaska, Division of Vocational Education, which sub-contracted with the Anchorage Borough School District, Division of Career Development and Vocational Education, for research and development of a comprehensive Career Education Planning Model K-12. The Department of Education gives special thanks to writing team participants and state task force reaction team members for their time and expertise in the development of the planning model, for without their sincere interest, willingness, and dedication to the career education concept this document would not have been possible.

PARTICIPANTS

E. E. (Gene) Davis	Division Director and Project Coordinator, Career Development and Vocational Education, Anchorage Borough School District
Richard Nelson	Consultant, University of Missouri, Columbis, MO
Naomi Anderson	Soldotna Elementary School, Soldotna, AK
Jim Broschat	Principal, Sitka High School, Sitka, AK
Tony Dizon	State Operated Schools
Duane Lones	Mat-Su School District, Palmer, AK
Sue E. Miller	Gastineau Elementary, Juneau, AK
Brad Washington	Ketchikan High School, Ketchikan, AK
Pat Cerney	Wonder Park Elementary, Anchorage, AK.
Jo King	Wonder Park Elementary, Anchorage, AK
Ruth Marcy	Mountain View Elementary, Anchorage, AK
Betty O'Connell	Lake Otis Elementary, Anchorage, AK
Mary Jo Thomas	Creekside Park Elementary, Anchorage, AK
Margo Britch	Bartlett-Begich Complex, Anchorage, AK
Joy Cunningham	Work Experience Consultant, Anchorage Borough School District
Phil Kelly	Indian Education Act, Anchorage Borough School District
Ron Marcy	Clark Junior High School, Anchorage, AK
Mel McKelvey	East-Benson Complex, Anchorage, AK
Bill Neher	Clark Junior High School, Anchorage, AK
Lily Nielsen	Bartlett-Begich Complex, Anchorage, AK
Richard E. Person	Wendler Junior High, Anchorage, AK
Harvey Reinholz	East-Benson Complex, Anchorage, AK
Ken Rouse	Chugiak High School, Anchorage, AK
Gene Shearer	Anchorage Community College, Anchorage, AK

PARTICIPANTS

Florence Smith	Clark Junior High, Anchorage, AK
Wanda Cooksey	Guidance Services Program Chief, State Department of Education
Roland Kickbush	Vocational Education Coordinator, Anchorage Borough School District, Anchorage, AK
Susan Merritt	Career Education Counselor, Anchorage Borough School District, Anchorage, AK
Flory Vinson	Consultant, Elementary Career Education Anchorage Borough School District Anchorage, AK

ALASKA CAREER EDUCATION TASK FORCE MEMBERS

Dr. Richard L. Spaziani	Director, Career Development and Vocational Education State Department of Education
Tony Dizon	Director, Career and Vocational Education State Operated Schools
E. E. (Gene) Davis	Division Director, Career Development and Vocational Education Anchorage Borough School District
Dick Luther	Chief, Elementary Education State Department of Education
Verdell Jackson	Coordinator, Career Development and Vocational Education State Department of Education
Jim Beima	Coordinator, Teacher Education State Department of Education
Mary R. Hawkins	Chief, Home Economics and Health State Department of Education
Wanda Cooksey	Chief, Guidance Services Section State Department of Education
Dennis Davidson	Manpower Director, Cook Inlet Native Corporation
Walter Ward	Assistant Superintendent, Kenai Peninsula Borough School District
Eugene Evans	Director, Tanana Chiefs Land Claims College Fairbanks, Alaska

TABLE OF CONTENTS

Introduction 1

Rationale 3

Assumptions 8

Definition of Terms 9

Description of the Planning Guide 11

Planning Guide 18

INTRODUCTION

This project was funded by a Federal Grant awarded to the State of Alaska, Division of Career Development and Vocational Education, which sub-contracted with the Anchorage Borough School District, Division of Career Development and Vocational Education, for the preparation of a State Career Development Education Planning Model.

Preliminary steps had been taken by the State Department during 1972 to lay the foundation for Alaska's initiation of Career Development Education. An initial Career Education Conference was held in August of 1972 at which Ohio State University worked with several hundred teachers, administrators, counselors, and lay people in a review of the first school based model developed by the United States Office of Education.

During the fall of 1972, the State applied for and received a federal grant to develop a more localized model to meet Alaska's unique needs. The Anchorage Borough School District was asked to assume the responsibility for the project, and to involve representatives from various communities within the State. Twenty-seven persons from seven school districts have been actively involved in the development of the planning model - Anchorage, Kenai, Sitka, Ketchikan, Juneau, State Operated Schools Matanuska-Susitna. In addition, a State Task Force for Career Education has served as a review committee representing the Commissioner of Education's Office.

This K-12 Career Development Education Planning Model has been published with the expectation that classroom teachers and members of local communities will modify it to meet local needs and expectations.

RATIONALE

Our Nation is experiencing rapid social and economic changes, and the public schools, like other institutions, have been searching for ways to educate students to meet these changes. Critics of the educaticnal system, both from within and without, believe that much of what the schools offer our young people is not relevant to their experiences outside of school or to their future; and, further, that the school experience insulates the students from the larger society and inadequately prepares them to enter it as productive participants. Studies show that many students leave school without the necessary skills to fill an occupational role and also without the skills to adapt to present and future changes in their world. Often, students are saturated with knowledge but starved for experience, because during their school years they are often isolated from the larger society for which they are being prepared.

In the State of Alaska, as elsewhere, a great number of students leave school unprepared for employment and with unclear goals. Alaska already has one of the highest unemployment rates in the nation and although some economic growth has occurred as the result of the pipeline, young people entering the job market without saleable skills find few jobs available.

In addition, the emergence of Alaska native regional and village corporations established by the Alaska Native Claims Settlement Act of 1971 reflects the rapid social and economic changes occuring in Alaska. Economic experts indicate the effect of this legislation has been to make the corporations the second most important economic force in the state.

Manpower projections identify that by 1978 between 927 and 1,200 individuals will be needed to staff regional corporations, and another 1,080 new job openings will occur within village corporations.*

Consideration of the special needs of ethnic minorities should be recognized by educational planners, and is another significant reason for the implementation of a comprehensive career development program in the schools.

Career Development Education has been regarded by many educators and members of local communities as a way to meet some of these challenges. Career Development Education, however, is not based on the old models of vocational training and occupational counseling which were applied only at certain points in the student's school years and were limited to helping one make occupational choices.

* State of Alaska, Title I, Comprehensive Employment Training Act of 1974.

A comprehensive career development education program involves all students at all grade levels, the total school staff and the total curriculum, as well as active community participation. The broad goals of a career education model are to make the whole environment of the student a stage for learning, to involve each student in his or her own education by helping each student understand themselves and other people, identify a personal system of values, develop skills in planning and decision making and ultimately choose an occupation and satisfying life-style.

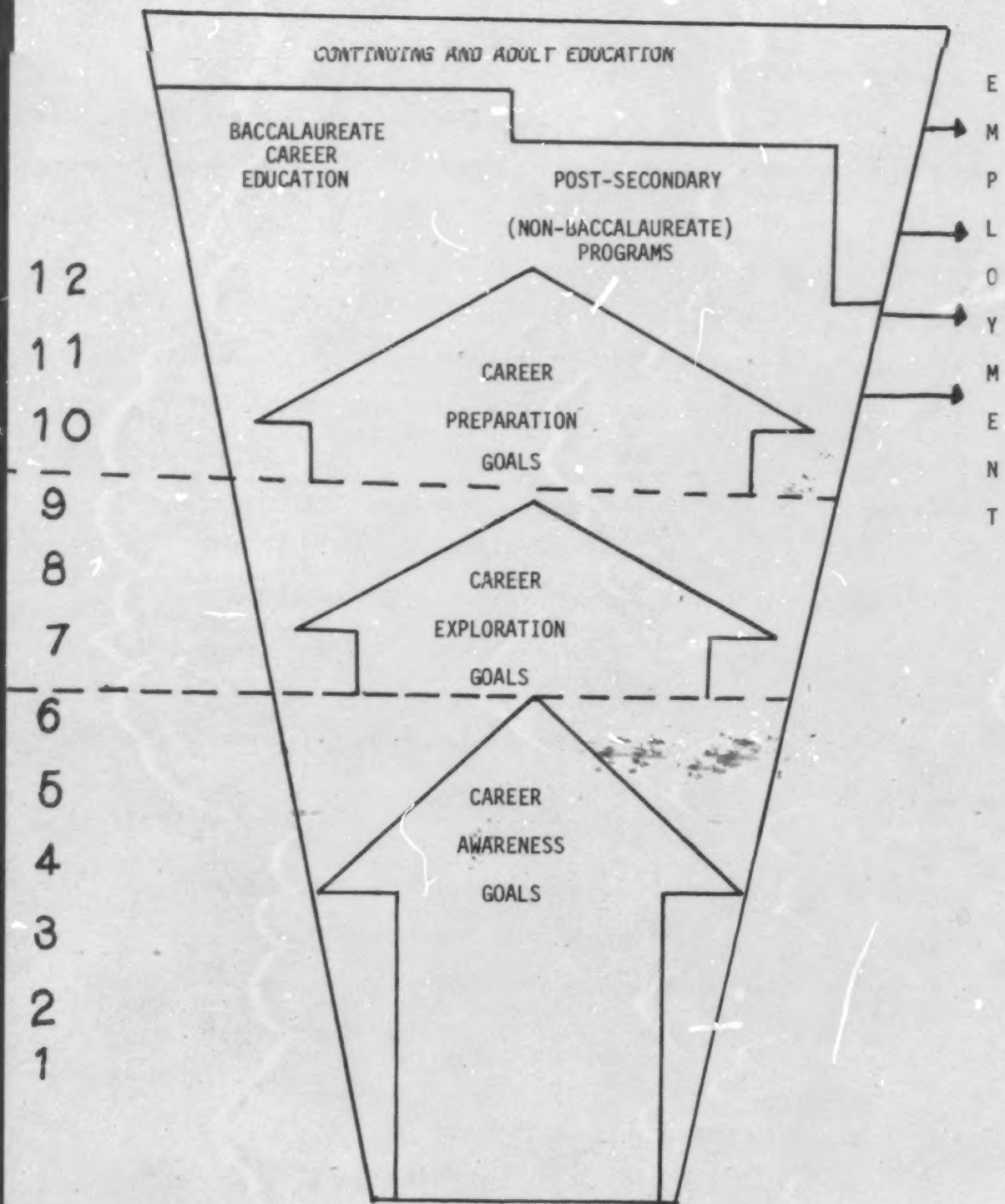
A key element in career development education is the concept of the community becoming a living laboratory for learning. Career Development Education is a joint effort by the schools and the community to help each student understand the world of work, obtain information about the specific educational and job requirements of various careers, and to assist in the acquisition of the necessary knowledge and skills that ultimately lead to the choice of a career.

Career Development Education recognizes that each student is a unique individual with one's own emerging needs, capabilities and system of values. A broad definition of Career Development Education is the growth of an individual throughout one's life as one assumes various life roles as a family member, citizen, consumer, worker, and participant in leisure-time activities.

Career development goes on, whether planned or not, both in the formal educational process and in the student's other life experiences. Career education attempts to systematize this process by giving direction to the existing curriculum and by effectively involving the community.

CAREER DEVELOPMENT EDUCATION PLANNING MODEL

Program Components *



*Grade levels indicate where the major emphasis for each component should take place but should not be viewed as a limitation to developmental growth. For example, awareness could take place at all grade levels.

CAREER AWARENESS (grades K-6)

The career awareness program develops in children a respect for the dignity people bring to their work. It encourages children to understand their emerging aptitudes, interests and abilities and the necessity for good interpersonal relationships. Career awareness adds relevancy to the total curriculum as children learn that skills learned in the classroom are necessary for survival in society. As representatives of a wide variety of occupations visit their classroom and as they take field trips to local businesses and agencies children recognize the role they play in their community as a family member, citizen, consumer, and worker.

CAREER EXPLORATION (grades 7-9)

Career exploration is aimed at developing an understanding of the wide range of occupational options available, the relationship of basic studies to occupational preparation and the planning and decision making necessary to effectively make entry into an occupation. Through community and school resources students review the types and levels of careers and begin to develop an awareness of their interests in relation to specific occupations.

The objective of the career exploration program is to equip students with the knowledge to make tentative career decisions and select a course of study for grades 10-12 that reflects their interests and abilities.

CAREER PREPARATION (grades 10-12)

Curriculum developed at this level is designed to meet the needs of secondary school age youth by offering programs that will:

-provide each student an opportunity for in-depth exploration and/or training in a selected occupational cluster that leads to initial employment and/or continued education.
-provide pre-employment training for persons with special needs.
-develop skills and knowledges necessary for entry into and progress within an occupation.
-provide a basis for continuing education within an occupational field or retraining for another occupation.
-provide each student an opportunity for work experience, wherever possible, utilizing community resources.
-establish and maintain a liaison between the individual and future educational and employment opportunities.
-integrate the world of work with the existing curriculum to enhance the student's motivation and preparation for life.

ASSUMPTIONS

* Career Education recognizes the dignity of people and their work.

* Career Education is an integral part of a school's curriculum which adds increased relevancy to subject matter by reorganizing educational goals around the theme of life-career development.

* Career Education is a positive developmental process that occurs throughout an individual's life and is a shared responsibility of the home, school and the community.

* The goals of Career Education address themselves to all students in preparing them to be contributing, fulfilled members of their society.

* Career Education provides the unique opportunity to breakdown stereotyping of occupational choices and opportunities with regard to ethnic groupings and/or sex.

* Career Education promotes the development of the whole individual: artistic, physical, mental and social.

* Career Education anticipates changes in society and facilitates the development of skills to live in that society.

* Career Education provides students with the opportunity to develop the appropriate skills and knowledges and competencies for occupational choices.

* Career Education provides students with the opportunity to gain skills in planning and decision-making.

* Self-assessment and the development of positive interpersonal relations by the individual is an important aspect of Career Education.

* One's style of living can be significantly influenced by the occupations he or she engages in at various times in life.

DEFINITION OF TERMS COMMONLY USED IN THE MODEL

Ability: The existing capacity to perform a physical or mental act.

Aptitude: Abilities and/or characteristics indicating an individual's ability to learn or develop specific proficiencies.

Basic Skills: Minimum competencies necessary to perform a task.

Basic Studies: The total curriculum as it applies to the development of basic skills.

Career: Self-development over the life span through education, work and leisure.

Career Cluster: Occupations related through common knowledge and skills.

Communication: Any process by which meanings are exchanged.

Community: The social, economic, cultural, and natural environment in which an individual lives.

Community Resources: People, sites, and materials available locally, state-wide, regionally, nationally, and internationally. Community resources include resources found in the home and school as well as the larger community.

Education: A learning process leading to self-development through experiences both in and out of formal schooling.

Environment: The total surroundings with which the individual co-exists.

Leisure: The personal use of time for relaxation and/or recreation.

Life Career Development: Self development over the life span through the integration of the roles, settings, and events of a persons's total life.

Life Style: An individual's pattern of self-expression.

Occupation: That activity in which a person is engaged in at any given moment of time for the purpose of earning a living.

Work: Conscious effort aimed at producing benefits for oneself and/or for oneself and others.

DESCRIPTION OF THE AREAS AND CONCEPTS OF THE MODEL

The planning model has six areas, which are broad categories used to describe the related elements of career education. Identification of the areas serves as a way of organizing the knowledge, skills and attitudes to be learned. The areas are:

Work
Leisure
Planning and Decision Making
Home and Community Involvement
Basic Studies and Occupational Preparation
Self-Knowledge and Interpersonal Relationships

Each area is clarified and defined by a set of concepts which are broad statements indicating the needs and values generally held by members of our society. The broadness of the categories allows for the differences within people, and also allows for the development of a program with many possible goals for each developmental level. In this model, at least one possible goal was identified for each level and appropriate student performance objectives were identified. The following twenty-one concepts were identified:

1. Each individual should value their uniqueness and that of others.
2. Skills for getting along with others are necessary for growth and effective membership in society.
3. An individual affects and is affected by the environment.

4. An individual should learn to be responsible for one's own actions.

5. Work contributes to the dignity and well-being of the individual and society.

6. Work and education are interrelated.

7. Occupations and skill requirements change.

8. Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.

9. An individual's attitude toward work will affect one's efficiency, and productivity and the amount of enjoyment derived from it.

10. Leisure and work can be interrelated.

11. Leisure contributes to the well-being of the individual and society.

12. Leisure activities are essential.

13. Effective planning and decision-making require knowledge and exploratory experiences.

14. Personal planning and decision-making are individual responsibilities.

15. Planning and decision-making are a continuous process.

16. Planning and decision-making provide an individual with options to influence one's life.

17. Involvement with community resources contributes to individual career development.

18. A community can change as a result of an individual's participation.

19. The home and family contribute to individual career development.

20. Basic skills are essential for an individual to function effectively.

21. Basic studies and occupational preparation influence an individual's mobility.

WORK

Within this area, the individual learns to appreciate the social, psychological and economic gains that work can contribute to himself and society. The student learns about the various occupations and groups of occupations, about skill requirements for various occupations and how one's own skills relate to occupational choice. The student learns that adaptability is required in our changing society. The student discovers the relevancy between education and the requirements of various occupations.

Concepts

A. Work can contribute to the dignity and well-being of the individual and society.

B. Work and education are interrelated.

C. Occupations and skill requirements change.

D. Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.

E. An individual's attitude toward their work will affect one's efficiency and productivity and the amount of enjoyment derived from it.

LEISURE

Within this area, the person learns of the reciprocal influences of leisure, work and life-style. The individual learns how leisure and education are related and how leisure contributes to one's personal well-being and to society.

Concepts

A. Leisure and work can be interrelated.

Concepts continued.

B. Leisure can contribute to the well-being of the individual and society.

C. Leisure activities are essential.

PLANNING AND DECISION MAKING

Within this area the individual learns that a variety of knowledge and experiences is necessary for effective planning and decision making as one masters skills in this area. The student learns to relate one's own unique needs, values and capabilities to personal decisions, and to apply responsible and flexible planning and decision making to one's life.

Concepts

A. Effective planning and decision making require knowledge and exploratory experiences.

B. Personal planning and decision making are individual responsibilities.

C. Planning and decision making are a continuous process.

D. Planning and decision making provide an individual with options to influence one's life.

HOME AND COMMUNITY INVOLVEMENT

The individual develops an awareness of one's community as it relates to personal career goals. The student understands that the home, school and community contribute to one's education. The student, in turn, can make contributions which enhance the community and make positive changes in it by participation.

Concepts

A. Involvement with community resources contributes to individual career development.

B. A community can change as a result of an individual's participation.

C. The home and family contributes to individual career development.

BASIC STUDIES AND OCCUPATIONAL PREPARATION

In this area the school contributes by teaching knowledge and skills related to the person's own unique needs, capabilities, and values. The student, in turn, learns the need for acquiring competencies in order to reach his goals. The individual learns the relationship between the skills acquired through basic studies and eventual occupational choice. In terms of career education, basic studies and occupational preparation in the school become relevant to the roles, settings and events in the person's life-career.

Concepts

A. Basic studies are a foundation which facilitates career awareness, exploration and occupational preparation.

B. Basic skills are essential for an individual to function effectively.

C. Basic studies and occupational preparation influence an individual's mobility.

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS

Within this area, the individual develops an awareness of one's personal characteristics and the characteristics of others. The individual learns how one interacts with the

environment and learns to take responsibility for self-assessment and personal development in ways which will be fulfilling for oneself and the society in which one lives.

Concepts

A. Each individual should value their uniqueness and that of others.

B. Skills for getting along with others are necessary for growth and effective membership in society.

C. An individual affects and is affected by the environment.

D. An individual should learn to be responsible for one's own actions.

DEVELOPMENTAL GOALS, OBJECTIVES AND ACTIVITIES

The various concepts in the different broad areas are translated into various developmental goals for the grade levels K-3, 4-6, 7-9, and 10-12. A developmental goal is a general statement of what one hopes to accomplish at a particular grade level or at a particular stage of an individual's development, by indicating what individuals should possess in the way of knowledge, skills and/or attitudes. For some schools in the State of Alaska it may be more practical to translate developmental goals into levels of development rather than grade level groupings.

The developmental goal is then broken down into a number of objectives allowing for the incorporation of evaluation procedures and accountability. An objective is a specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience.

This model can provide the foundation for the most creative aspect of curriculum development: the choosing of activities appropriate to specific grade levels and disciplines which have a probability of meeting the objectives. Needed resources should be identified and the outcome for each activity should be stated so that the behavior demonstrated by an individual or group indicates that an objective has been reached. The outcome should be specific enough so an evaluation can be made.

WORK

Concept A: Work can contribute to the dignity and well-being of the individual and society.
Concept B: Work and education are interrelated.
Concept C: Occupations and skill requirements change.
Concept D: Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.
Concept E: An individual's attitude toward one's work will affect one's efficiency and productivity and the amount of enjoyment one derives from it.

Concept A: Work can contribute to the dignity and well-being of the individual and society.

Level I K-3

Developmental Goal I. For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objectives:

a. The individual will give examples of jobs one does that contribute to the well-being of one's family.

b. The individual will give examples of jobs one does that contributes to the well-being of one's school-community.

c. The individual will give examples of jobs one does that contribute to the well-being of one's community.

d. The individual will give examples of occupations within the community that contribute to one's well-being.

Level II 4-6

Developmental Goal I. For the individual to be aware of the significance of all work done by individuals in the community.

Objectives:

a. The individual will describe how people of various age levels contribute to the well-being of society.

b. The individual will describe how various groups of people contribute to the well-being of society.

Level III 7-9

Developmental Goal I. For the individual to understand the dignity and purpose of work.

Objectives:

a. The individual will describe the contribution occupations make to the community and society.

b. The individual will identify the contribution of individuals in their work role and why each is important.

c. The individual will identify a variety of career clusters and explore the specialized jobs related to each.

Level IV 10-12

Developmental Goal I. For the individual to describe how his/her tentative life-career choice contributes to one's satisfaction in relationship to society's needs.

Objectives:

a. The individual will describe how his or her life-career choice contributes to his or her satisfaction.

b. The individual will evaluate his or her tentative life-career choice in relation to society's needs.

c. The individual will analyze the changing nature of the world of work and it's effect upon career goals.

d. The individual will identify social and economic benefits associated with various occupations in society.

Concept B: Work and education are interrelated.

Level I
K-3

Developmental Goal I. For the individual to be aware of occupations related through common knowledges and skills.

Objectives:

a. The individual will recognize how skills in communications, mathematics, science, and social studies are needed for eventual employment.

b. The individual will identify related occupations through common knowledges and skills.

Level II
4-6

Developmental Goal I. For the individual to understand the relationship between work and education.

Objectives:

a. The individual will identify requirements to enter various occupations.

b. The individual will identify a variety of education resources.

Level III
7-9

Developmental Goal I. For the individual to recognize that different careers require varying types of educational preparation.

Objectives:

a. The individual will describe the relationship between levels of education and levels of employment.

b. The individual will identify the elements of career clusters in relationship to education proficiencies.

Developmental Goal II. For the individual to understand the relationship between one's educational choices and occupational requirements.

Objectives:

a. The individual will identify his or her educational options.

b. The individual will discuss and list educational choices in terms of his or her interests, aptitudes, and ability.

Objectives: c. The individual will list occupational options congruent with his educational choices.

Level IV 10-12 — Developmental Goal I.. For the individual to understand occupational requirements.

Objectives:

a. The individual will list occupations in which he or she is interested.

b. The individual will list specific requirements of occupations in which he or she is interested.

c. The individual will list his or her aptitudes, interests, and abilities and evaluate them in terms of the specific requirements of the occupations in which he or she is interested.

d. The individual will develop the skills necessary for employment in the career of his or her choice.

Concept C: Occupations and skill requirements change.

Level I K-3 — Developmental Goal I. For the individual to be aware that family members may acquire new skills and change occupations.

Objectives:

a. The individual will identify new skills acquired by family members.

b. The individual will identify several changes in occupations family members may have experienced.

Level II 4-6 — Developmental Goal I. For the individual to be aware that in our changing world occupations and skills also change.

Objectives:

a. The individual will compare occupations and skills of a particular past era with those of the present.

b. The individual will speculate how occupations will change within the next 20 years.

Level III
7-9

Developmental Goal I. For the individual to understand the relationship of economic and social trends to job availability.

Objectives:

a. The individual will recognize those things that influence career choice, job change and/or advancement.

b. The individual will describe career characteristics in relation to job mobility.

c. The individual will review the performance requirements for various jobs.

Developmental Goal II. For the individual to understand the need for flexibility.

Objectives:

a. The individual will identify current environmental changes which require the ability to evaluate.

b. The individual will describe occupations that have been modified, eliminated or created by technological and sociological change.

c. The individual will reconsider goals, formulate new plans, and justify the differences between new and old goals and plans.

d. The individual will continue to modify plans based on new information and personal feelings.

Level IV
10-12

Developmental Goal I. For the individual to understand the relationship of economics and social trends to job availability.

Objectives:

a. The individual will recognize those things that influence career choice, job change and/or advancement.

b. The individual will describe the relationship of present and anticipated occupational status to social and economic trends in the community, state and nation.

Developmental Goal II. For the individual to understand the need for flexibility.

Objectives:

a. The individual will identify current environmental changes which required the ability to evaluate.

b. The individual will describe occupations that have been modified, eliminated or created by technological and sociological change.

c. The individual will reconsider goals, formulate new plans, and justify the differences between new and old goals and plans.

d. The individual will continue to modify plans based on new information and personal feelings.

e. The individual will explain the aspects of retraining and skill transfer, with reference to occupational plans.

Concept D: Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.

Level I K-3

Developmental Goal I. For the individual to be aware that tentative occupational choices will change as personal interests develop.

Objectives:

a. The individual will identify tentative occupational choices.

b. The individual will compare tentative occupational choices with those made in the past.

Level II 4-6

Developmental Goal I. For the individual to be aware that different occupations require particular aptitudes and abilities.

Objectives:

a. The individual will identify occupations that require similar aptitudes and abilities.

b. The individual will identify occupations that require different aptitudes and abilities.

Level III 7-9 — Developmental Goal I. For the individual to recognize that occupational mobility exists and consideration must be given to modification of abilities and adjustment of values.

Objectives:

a. The individual will identify life style needs and their relationship to career opportunities and mobility.

b. The individual will identify career opportunities within geographical locations and their relevance to job mobility.

c. The individual will give examples of occupational mobility based on his or her occupational interests.

d. The individual will demonstrate the circumstances under which mobility occurs.

Level IV 10-12 — Developmental Goal I. For the individual to examine specific areas in relation to the impact of mobility.

Objectives:

a. The individual will apply economic principles that assist with preceding one's career future in relationship to community, state, and national employment trends.

b. The individual will recognize and discuss career mobility and its relationship to one's life style.

Concept E: An individual's attitude toward one's work will affect one's efficiency and productivity and the amount of enjoyment one derives from it.

Level I K-3 — Developmental Goal I. For the individual to be aware that one's attitude toward a task affects one's performance.

Objectives:

a. The individual will identify steps necessary to complete a simple task.

b. The individual will name tasks he or she does, identify his or her attitude toward those tasks, and evaluate his or her performance of them.

Level II
4-6

Developmental Goal I. For the individual to be aware that one's attitude toward tasks can change.

Objectives:

a. The individual will describe the changes in his or her attitude toward given tasks.

b. The individual will describe how his or her performance changes with a change in attitude toward a given task.

Level III
7-9

Developmental Goal I. For the individual to be aware of the human need to experience personal satisfaction in one's own accomplishments.

Objectives:

a. The individual will recognize the work habits and attitudes necessary to enter an occupation in the career cluster of his or her choice.

b. The individual will examine previous work experiences and list evidence of personal satisfactions and accomplishments.

c. The individual will investigate and describe personal satisfaction that may be gained from selected career choices.

Level IV
10-12

Developmental Goal I. For the individual to anticipate future occupational satisfaction based on prior experiences.

Objectives:

a. The individual will examine the histories of selected occupations and project their ultimate change.

b. The individual, having tentatively selected a career cluster, will analyze the common and unique characteristics of jobs within that cluster for the present and the future.

LEISURE

Concept A: Leisure and work can be interrelated.
Concept B: Leisure can contribute to the well-being of the individual and society.
Concept C: Leisure activities are essential.

Concept A: Leisure and work can be interrelated.

Level I
K-3

Developmental Goal I. For the individual to be aware of the meanings of work and leisure.

Objectives:
a. The individual will identify leisure time activities.
b. The individual will identify different kinds of work.

Level II
4-6

Developmental Goal I. For the individual to understand that leisure and work mean different things to different people.

Objectives:
a. The individual will identify activities he or she considers to be work or leisure.
b. The individual will name activities that others may consider work or leisure.
c. The individual will compare findings in Objectives a. and b.

Level III
7-9

&

Level IV
10-12

Developmental Goal I. For the individual to recognize the relationship between leisure and work.

Objectives:
a. The individual will give examples of regulations and laws relating to leisure activities.

Objectives: b. The individual will discuss the relationship of work and leisure in achieving social responsibility and self-satisfaction.

c. The individual will list the conflicts between leisure desires and work demands.

Concept B: Leisure can contribute to the well-being of the individual and society.

Level I K-3 Developmental Goal I. For the individual to understand how leisure contributes to personal well-being and that of one's family.

Objectives: a. The individual will tell how leisure contributes to personal well-being.

b. The individual will tell how leisure contributes to the well-being of one's family.

Level II 4-6 Developmental Goal I. For the individual to understand the function of leisure in society.

Objectives: a. The individual will tell how leisure contributes to the well-being of the school community.

b. The individual will tell how leisure contributes to the well-being of the community.

c. The individual will tell how leisure time activities may differ depending upon climate, geographical location, cultural and economic influences, and one's occupational choice.

Level III 7-9 Developmental Goal I. For the individual to participate in activities that will demonstrate that constructive leisure time use is satisfying to the individual and valuable to society.

Objectives: a. The individual will list personal constructive leisure time use.

Objectives: b. The individual will list constructive leisure time uses for groups.

c. The individual will explore leisure time experiences and how they contribute to self satisfaction and enjoyment.

Level IV 10-12 Developmental Goal I. For the individual to recognize the effects of various types of leisure time activities upon mental and physical health.

Objectives: a. The individual will examine and describe the effects various leisure time activities have on the human body.

b. The individual will describe the value and use of leisure time and its effect on mental health.

Concept C: Leisure activities are essential.

Level I K-3 Developmental Goal I. For the individual to understand that leisure activities are essential.

Objectives: a. The individual will name some skills needed for leisure activities.

b. The individual will explore the need for varied leisure activities.

Level II 4-6 Developmental Goal I. For the individual to understand that leisure activities change with changes in society.

Objectives: a. The individual will contrast leisure activities of the past with those of the present and project those of the future.

b. The individual will identify how leisure time activities may be affected by economic fluctuations in society and in the family.

Level III
7-9

&

Level IV
10-12

Developmental Goal I. For the individual to recognize that leisure time activities may be a means of maintaining cultural growth.

Objectives:

a. The individual will identify cultural activities in one's community.

b. The individual will describe ways in which leisure time activities may or may not contribute to cultural growth.

Developmental Goal II. For the individual to investigate opportunities for learning leisure skills.

Objectives:

a. The individual will list leisure activities available.

b. The individual will list and evaluate resources that can develop leisure activity skills.

c. The individual will evaluate the affects of leisure activities on his or her persent and future life style.

PLANNING AND DECISION MAKING

Concept A: Effective planning and decision making require knowledge and exploratory experiences.
Concept B: Personal planning and decision making are individual responsibilities.
Concept C: Planning and decision making are a continuous process.
Concept D: Planning and decision making provide an individual with options to influence one's life.

Concept A: Effective planning and decision making require knowledge and exploratory experiences.

Level I
K-3

Developmental Goal I. For the individual to understand the need to make decisions.

Objectives:

a. The individual will identify decisions which are made for him or her.

b. The individual will identify decisions one makes during the day.

c. The individual will identify decisions made by a group.

Level II
4-6

Developmental Goal I. For the individual to understand that there are many alternatives available in decision making.

Objectives:

a. The individual will identify situations in which there are more than one way to accomplish a task.

b. The individual will identify those factors which influence one's decisions.

Level III
7-9

Developmental Goal I. For the individual to understand various techniques necessary for responsible planning and decision making.

Objectives:

a. The individual will identify the steps necessary for effective planning and decision making.

b. The individual will identify events, people and things that influence the planning and decision making process.

c. The individual will demonstrate proficiencies in using a variety of information sources necessary for effective career decision making.

Level IV
10-12

Developmental Goal I. For the individual to compare his planning and decision making skills and techniques with those of others and the community.

Objectives:

a. The individual will observe and describe the planning and decision making process in community groups.

b. The individual will analyze and predict what the immediate and long range effect his or her career decisions will have on oneself, family and society.

Concept B: Personal planning and decision making are individual responsibilities.

Level I
K-3

Developmental Goal I. For the individual to understand there are consequences to decision making.

Objectives:

a. The individual will describe decisions which affect only oneself.

b. The individual will describe decisions he or she makes which affect others.

Level II
4-6

Developmental Goal I. For the individual to understand that personal decisions are one's own responsibility.

Objectives:

a. The individual will recognize that making decisions is required to meet personal goals.

Objectives: b. The individual will identify a situation which was the direct result of his or her decisions.

Level III 7-9

Developmental Goal I. For the individual to recognize the results of planning and decision making modifications.

Objectives:

a. The individual will explore a variety of careers and describe results of planning and decision making modification.

b. The individual will recognize and identify the wide-range consequences of irresponsible planning and decision making.

c. The individual will recognize responsibility for the outcomes of his or her decisions.

d. The individual will demonstrate skill in responsible decision making behavior relating to career interests.

Level IV 10-12

Developmental Goal I. The individual will recognize that planning is a personal responsibility.

Objectives:

a. The individual will identify one's own developing values as they relate to life-career situations.

b. The individual will identify the expectations others have for him or her and how these expectations affect one's life-career plans.

c. The individual will compare one's own value structure to that of society's.

d. The individual will continue to acquire information necessary to the development of long range career choices.

Concept C: Planning and decision making are a continuous process.

Level I K-3

Developmental Goal I. For the individual to be aware that the result of one decision often necessitates another decision.

Objectives:

a. The individual will identify a situation which requires a sequence of decisions.

b. The individual will identify the effect that subsequent decisions may have on the original decision.

Level II 4-6

Developmental Goal I. For the individual to understand that changes in society may result in a change in one's personal decisions.

Objectives:

a. The individual will identify changes in society which may affect one's personal decisions.

b. The individual will collect information in the community relating to possible career options.

Level III 7-9

Developmental Goal I. For the individual to be aware of continuous decision making in daily life.

Objectives:

a. The individual will understand and demonstrate the cumulative positive and negative consequences of choices.

b. The individual will recognize that decisions related to personal goals effect occupational choice.

c. The individual will recognize the need to plan educational and work experiences to achieve selected career goals.

Level IV 10-12

Developmental Goal I. For the individual to evaluate past, present, and future planning and decision making.

Objectives:

a. The individual will make a personal developmental history and identify key decisions.

b. The individual will review tentative career plans and revise according to long range career possibilities and what is required to achieve them.

Concept D: Planning and decision making provide an individual with options to influence one's life.

Level I K-3

Developmental Goal I. For the individual to be aware that one's plans and decisions do affect one's future.

Objectives:

a. The individual will identify past decisions which have affected the present.

b. The individual will identify present decisions that affect his or her future.

Level II 4-6

Developmental Goal I. For the individual to understand the relationships between planning and decision making.

Objectives:

a. The individual will identify decisions made prior to reaching a specific goal.

b. The individual will identify ways specific decisions may limit one's alternatives.

Level III 7-9

Developmental Goal I. For the individual to understand that responsible decision making includes selecting alternatives consistent with personal goals and implementing a plan of action.

Objectives:

a. The individual will demonstrate an ability to use decision making skills in gaining self awareness and relating it to career exploration.

b. The individual will make tentative choices, including educational work experience, regarding long range career interests.

Level IV 10-12

Developmental Goal I. For the individual to become proficient in the various steps of planning and decision making.

Objectives:

a. The individual will describe a variety of decision making models.

Objectives: b. The individual will apply a decision making process consistent with career goals and determine the necessary steps to implement a plan of action.

HOME AND COMMUNITY INVOLVEMENT

Concept A: Involvement with the community contributes to individual career development.
Concept B: The home and family contributes to individual career development.
Concept C: A community can change as a result of an individual's participation.

Concept A: Involvement with the community contributes to individual career development.

Level I
K-3

Developmental Goal I. For the individual to be aware of community resources.

Objectives:
a. The individual will name some community resources.
b. The individual will describe the functions of some community resources.
c. The individual will experience some community resources.

Developmental Goal II. For the individual to be aware that there is a variety of occupations within his community.

Objectives:
a. The individual will name occupations in the community.
b. The individual will identify occupations that require similar skills, knowledges, and training.

Level II
4-6

Developmental Goal I. For the individual to understand the necessity for community resources.

Objectives:

a. The individual will describe community resources used by the family.

b. The individual will describe community resources he or she uses.

c. The individual will experience some community resources.

Developmental Goal II. For the individual to understand that community resources contribute to an individual's development.

Objectives:

a. The individual will describe community resources which have influenced his or her life.

b. The individual will describe how one's life could be different if one lived in another type of community.

Level III
7-9

Developmental Goal I. For the individual to possess and to utilize knowledge of community resources.

Objectives:

a. The individual will recognize that learning is a product of in-school and out-of-school experiences.

b. The individual will describe a number of community resources and how to utilize them.

c. The individual will have experiences utilizing community resources that permit access to information about or observation of people at work.

Level IV
10-12

Developmental Goal I. For the individual to possess and to utilize knowledge of community resources.

Objectives:

a. The individual will evaluate and describe the community to determine it's suitability to his or her proposed life-style.

b. The individual, with personal development in mind, will develop his or her personal job potential utilizing available community resources.

Developmental Goal II. For the individual to experience and assess community resources.

Objectives: a. The individual will evaluate and describe the community to determine it's suitability to his or her proposed life-style.

b. The individual, with personal development in mind, will develop his or her personal job potential utilizing available community resources.

Concept B: The home and family contribute to individual career development.

Level I K-3 Developmental Goal I. For the individual to be aware of the contributions made by family members to the home.

Objectives: a. The individual will describe how each family member, including themselves, contributes to the home.

b. The individual will describe the division of labor within their family.

Level II 4-6 Developmental Goal I. For the individual to be aware of the contributions family members make to society.

Objectives: a. The individual will describe the occupations of family members and how their occupation contributes to the community.

b. The individual will describe changes of occupations members of their family have experiences.

Level III 7-9 — Developmental Goal I. For the individual to explore future career options with his or her family.

Objectives:

a. The individual will examine, with one's family, a variety of career options.

b. The individual will recognize the importance of reviewing tentative career choices, including planned educational and work experience alternatives, with family members.

Level IV 10-12 — Developmental Goal I. For the individual to develop, with one's family, one's future career options.

Objectives:

a. The individual and his or her family will develop several career alternatives.

b. The individual will analyze the several career alternatives developed in cooperation with his or her family and apply the results to current and future career planning and decision making.

Concept C: A community can change as a result of an individual's participation.

Level I K-3 — Developmental Goal I. For the individual to be aware that one's contributions directly affect one's community.

Objectives:

a. The individual will describe ways he or she does influence his community.

b. The individual will describe ways a community changes through citizen's participation.

Level II 4-6 — Developmental Goal I. For the individual to understand that changes occur in a community as a result of one's participation in it.

Objectives:

a. The individual will experience participation in the local community.

b. The individual will describe ways one affects the community through participation.

Developmental Goal II. For the individual to understand that changes occurring in the community directly affect community resources.

Objectives: a. The individual will describe changes in the community that affect its resources.

b. The individual will identify national and/or international issues which bring about resource changes.

Level III 7-9

Developmental Goal I. For the individual to explore how one's participation can influence the community.

Objectives: a. The individual will list and discuss ways the community can be improved.

b. The individual will list ways one can effect change in the community.

Level IV 10-12

Developmental Goal I. For the individual to become involved in the community affairs.

Objectives: a. The individual will examine and analyze appropriate budget and/or expenditures.

b. The individual will investigate and/or organize volunteer services.

BASIC STUDIES AND OCCUPATIONAL PREPARATION

Concept A: Basic studies are a foundation which facilitates career awareness, exploration and occupational preparation.
Concept B: Basic skills are essential for an individual to function effectively.
Concept C: Basic studies and occupational preparation influence an individual's mobility.

Concept A: Basic studies are a foundation which facilitates career awareness, exploration and occupational preparation.

Level I K-3

Developmental Goal I. For the individual to be aware of the relationship between basic studies and career awareness.

Objectives:

a. The individual will describe skills learned in school that are used in various occupations.

b. The individual will describe skills learned in one subject area and list those occupations requiring those skills for entry-level employment.

Level II 4-6

Developmental Goal I. For the individual to be aware of the need for planning, study, and preparation for specific occupations.

Objectives:

a. The individual will develop plans of study necessary at the secondary level for various occuaptions.

b. The individual will list occupations requiring a high school diploma, apprenticeship training, and those requiring training at the college level.

Level III
7-9

Developmental Goal I. For the individual to understand the value of continual review and assessment of his/her educational achievements and occupational interests.

Objectives:

a. The individual will recognize that proficiency in certain subject areas is necessary to enter specific occupations.

b. The individual will identify the scope and sequence in each of the basic academic areas in relation to a variety of occupational goals.

Level IV
10-12

Developmental Goal I. For the individual to recognize that our society is dependent upon growth through continual modification of knowledge and skills.

Objectives:

a. The individual will recognize that proficiency in certain subject areas is necessary to enter specific occupations.

b. The individual will list present learning experiences that could be continued beyond high school.

c. The individual will describe situations where basic studies have helped develop general job survival skills.

d. The individual will identify occupations in which continued learning is necessary.

e. The individual will identify situations other than in school or on the job where continued learning would be required.

f. The individual will continue to develop mastery of those skills and knowledges necessary to effect entry into an occupation.

Concept B: Basic skills are essential for an individual to function effectively.

Level I
K-3

Developmental Goal I. For the individual to understand the need for communicative skills.

Objectives:

a. The individual will describe his or her communicative needs.

b. The individual will describe ways one relies on communications to satisfy one's needs.

c. The individual will describe ways communication is used in the classroom.

Level II
4-6

Developmental Goal I. For the individual to understand the importance of basic communicative skills for functioning in society.

Objectives:

a. The individual will assess one's own communicative skills.

b. The individual will describe ways communicative skills are used in occupations.

Level III
7-9

Developmental Goal I. For the individual to assess basic skills and aptitudes in relation to selected career goals.

Objectives:

a. The individual will identify and investigate methods of self-assessment.

b. The individual will analyze through self-assessment personal skills and aptitudes as they apply to occupations.

c. The individual will give examples of occupational clusters that relate directly to his or her aptitudes, skills and interests.

d. The individual will re-evaluate plans made prior to high school graduation.

Developmental Goal II. The individual will recognize the relevance of basic studies to all life development.

Objectives:

a. The individual will describe personal priorities in relation to his or her choice of in-school activities.

b. The individual will describe how what is learned in school relates to out-of-school activities.

c. The individual will describe how he or she pursues one's favorite subject through outside activities.

d. The individual will describe school activities enjoyed and how they relate to the learning process.

Level IV
10-12

Developmental Goal I. For the individual to develop the skills necessary for employment in the career of one's choice.

Objectives:

a. The individual will analyze the relationship between the skills possessed and entry level requirements of his or her career goals.

b. The individual will align his or her entry level skills with selected career goals.

c. The individual will demonstrate the steps necessary to effect entry level employment.

Concept C: Basic studies and occupational preparation influence an individual's mobility.

Level I
K-3

Developmental Goal I. For the individual to be aware of the relationship between one's performance and the quality of one's work.

Objectives: a. The individual will evaluate the quality of one's performance of a given task.

b. The individual will describe how knowledge of basic skills can increase a person's occupational mobility.

Level II 4-6 Developmental Goal I. For the individual to understand that occupations within a cluster require different degrees of preparation.

Objectives: a. The individual will identify occupations within an occupational cluster.

b. The individual will describe the degree of preparation necessary for occupations within a cluster.

Level III 7-9 Developmental Goal I. For the individual to explore occupational clusters as related to basic studies.

Objectives: a. The individual will compare and list basic study requirements for various occupations.

b. The individual will analyze factors that influence vertical or horizontal mobility in selected career clusters.

Level IV 10-12 Developmental Goal I. For the individual to recognize that choices made regarding basic studies and occupational preparation influence one's occupational mobility.

Objectives: a. The individual will describe past participation/selection of basic studies and how the studies effect his or her occupational mobility.

b. The individual will examine and list additional courses of study needed to attain greater career mobility.

c. The individual will analyze job opportunities based on social and economic trends in a selected geographic area.

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS

Concept A: Each individual should value one's uniqueness and that of others.
Concept B: Skills for getting along with others are necessary for growth and effective membership in society.
Concept C: An individual affects and is affected by the environment.
Concept D: An individual should learn to be responsible for one's own actions.

Concept A: Each individual should value one's uniqueness and that of others.

Level I K-3

Developmental Goal I. For the individual to be aware of one's interests, aptitudes and abilities.

Objectives:

a. The individual will describe his or her physical characteristics.

b. The individual will identify his or her interests.

c. The individual will identify his or her aptitudes.

d. The individual will identify his or her abilities.

Developmental Goal II. For the individual to be aware of the differences and similarities of others.

Objectives:

a. The individual will identify interests, aptitudes, and abilities held in common with others.

b. The individual will identify differing interests, aptitudes, and abilities.

Level II 4-6

Developmental Goal I. For the individual to understand that his or her interests, aptitudes, and abilities may change.

Objectives:

a. The individual will reexamine his or her interests, aptitudes and abilities.

b. The individual will recognize that his or her interests, aptitudes and abilities may change as a result of experience.

Level III 7-9

Developmental Goal I. For the individual to recognize and respect his or her own uniqueness and that of others.

Objectives:

a. The individual will recognize that each individual is unique and capable of unique contributions.

b. The individual will recognize the relationship between self-image and personal goals.

Development Goal II. For the individual to understand the similarities and dissimilarities of physical and mental development.

Objectives:

a. The individual will describe the effect of one's developmental growth on one's interests, aptitudes and abilities.

b. The individual will identify his or her present stage of development.

c. The individual will recognize differential development along a continuum for himself or herself and others.

d. The individual will periodically assess his or her interests, aptitudes and abilities.

Level IV 10-12

Developmental Goal I. For the individual to recognize and respect his or her own uniqueness and that of others.

Objectives:

a. The individual will accept themselves as a unique person.

b. The individual will recognize that continual personal growth is a process of maturation.

Developmental Goal II. For the individual to participate in a wide variety of objective personal assessment experiences: scholastic, interest, values, personality, attitude, aptitude.

Objectives:

a. The individual will recognize and describe the limitations and fallibility of tests as well as their values.

b. The individual will describe occupational goals according to present interests, aptitudes, abilities, and achievements.

c. The individual will evaluate personal growth and the effect past experiences have had on him or her in order to continue or replan future experiences.

Concept B: Skills for getting along with others are necessary for growth and effective membership in society.

Level I K-3

Developmental Goal I. For the individual to become aware of the need for self-acceptance.

Objectives:

a. The individual will recognize his or her feelings.

b. The individual will identify what he or she likes about himself or herself.

Developmental Goal II. For the individual to become aware of basic skills necessary for getting along with others.

Objectives:

a. The individual will reexamine some skills necessary for getting along with others.

b. The individual will demonstrate the ability to cooperate within a group.

Level II
4-6

Developmental Goal I. For the individual to develop skills that are necessary for growth and effective membership in society.

Objectives:

a. The individual will reexamine some skills necessary for getting along with others.

b. The individual will demonstrate some skill in cooperating with others.

c. The individual will experience leadership within a group.

Level III
7-9

Developmental Goal I. For the individual to recognize himself or herself as a dynamic force involved with other dynamic forces both individual and institutional.

Objectives:

a. The individual will demonstrate a working knowledge of group dynamics.

b. The individual will identify at progressively complex levels the functions of leaders and participants in groups.

c. The individual will recognize social, economic, educational, and cultural forces that influence one's development.

d. The individual will identify positive interpersonal relationships from the interaction of persons in a variety of occupational settings.

Level IV
10-12

Developmental Goal I. For the individual to develop skills necessary for growth and effective membership in society.

Objectives:

a. The individual will demonstrate leadership within a group.

b. The individual will recognize and identify effects of his or her influence on peers and their influence on him or her.

c. The individual will recognize and appreciate the skills, abilities, rights, and responsibilities of others.

Concept C: An individual affects and is affected by the environment.

Level I K-3 — Developmental Goal I. For the individual to become aware that one's actions affect not only oneself but also others.

Objectives:

a. The individual will discriminate between responsible and irresponsible behavior.

b. The individual will identify how responsible or irresponsible behavior affects oneself and/or others.

Level II 4-6 — Developmental Goal I. For the individual to understand that the actions of others can affect him or her.

Objectives:

a. The individual will identify groups that influence his or her behavior.

b. The individual will identify how he or she affects groups.

Level III 7-9 — Developmental Goal I. For the individual to identify the interactive influences of the individual and the environment.

Objectives:

a. The individual will describe the relationship between occupational choice and environmental conditions.

b. The individual will recognize responsibility for value choices in one's career/life style.

c. The individual will describe the effect of choices on future quality of one's environment.

d. The individual will recognize the ways in which occupations relate to the needs and functions of society.

Level IV
10-12

Developmental Goal I. For the individual to examine the universal implications of environmental impact.

Objectives:

a. The individual will examine technological change, environmental concerns, and describe their impact on cultural values.

b. The individual will recognize that personal values determine individual needs and relate to a desired standard of living.

Concept D: An individual should learn to be responsible for one's own actions.

Level I
K-3

Developmental Goal I. For the individual to be aware that one is responsible for one's behavior.

Objectives:

a. The individual will identify responsibility one has to oneself.

b. The individual will identify responsibilities one has to others.

Level II
4-6

Developmental Goal I. For the individual to understand that the development of personal responsibility is a continuous process.

Objectives:

a. The individual will assess how responsible action is based on a personal value system.

b. The individual will identify how freedom necessitates responsibility.

c. The individual will compare one's past, present, and future responsibilities.

Level III
7-9

Developmental Goal I. For the individual to assume progressively greater responsibility for one's own life and actions.

Objectives:

a. The individual will discuss and give examples of the dynamic nature of one's self-development and one's cumulative growth.

b. The individual will demonstrate the relationship between being a competent student and being a valued employee.

Developmental Goal II. For the individual to recognize that one has responsibilities to oneself and others.

Objectives: a. The student will recognize the consequences of personal decisions.

b. The student will recognize the consequences of his or her actions on others.

Level IV
10-12

Developmental Goal I. For the individual to evaluate his or her acceptance of responsibility.

Objectives: a. The individual will identify situations where he or she accepted responsibility for his or her actions.

b. The individual will describe the effects of one's decisions.

Developmental Goal II. For the individual to examine the necessity for using human relation skills and comprehend their impact upon personal satisfaction.

Objectives: a. The individual will identify the human relation skills necessary for one to get along in society.

b. The individual will develop human relation skills that will enable one to function effectively on a job.